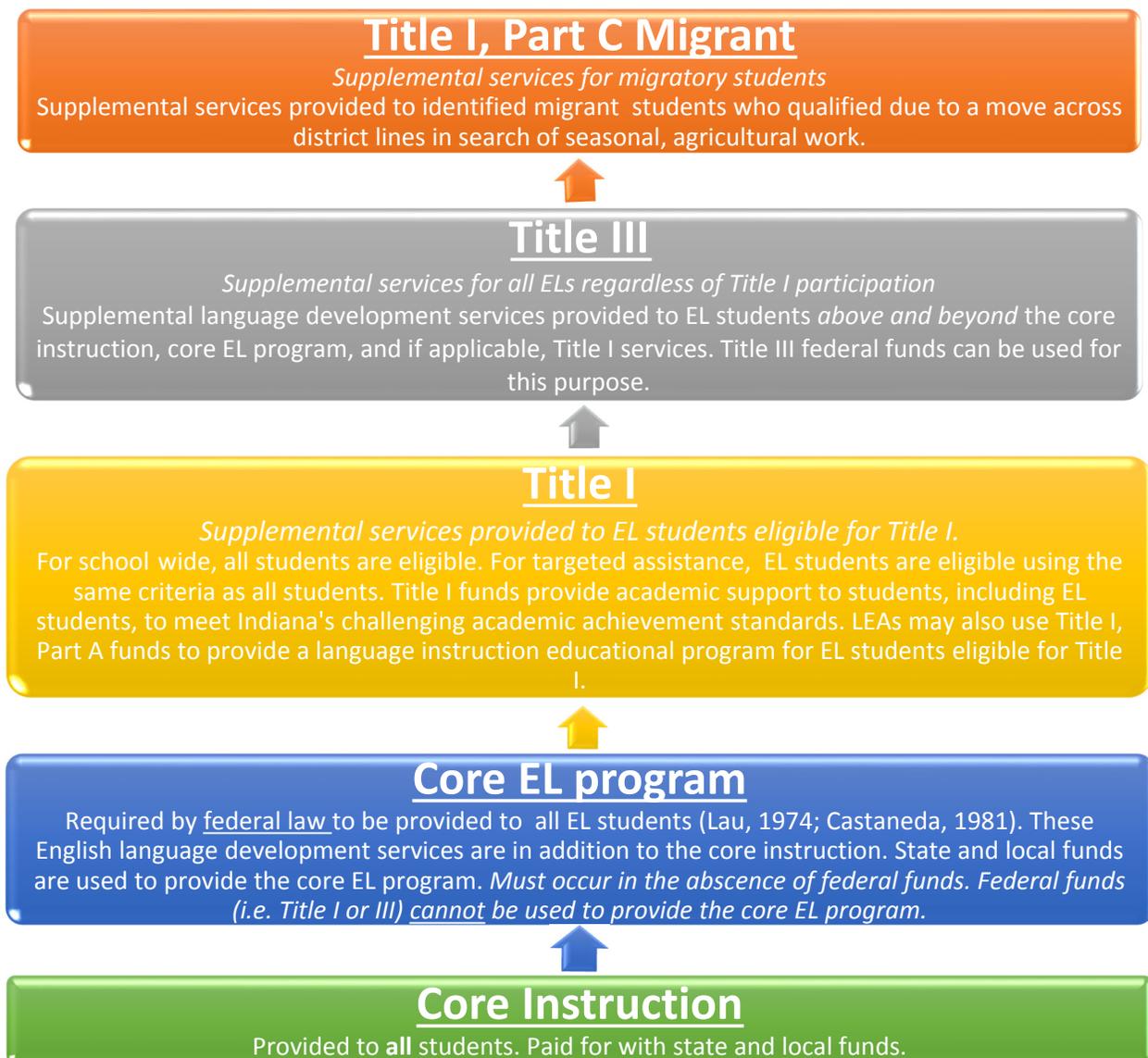


# Chapter 7

## ***Funding English Learner Programs***

### **Hierarchy of Related Laws and Programs**

The Office of Civil Rights (OCR) requires all local education agencies to identify students who need language assistance, develop a program that has a reasonable chance of success, support it with the appropriate number of staff and resources, and evaluate its success. A school district must provide a core EL program prior to utilizing Title I and Title III funds. The chart below shows the succession of programs if an English learner was eligible for Title I, Title III, and migrant services. Title III funds must “supplement and not supplant” [3115(g)] state and locally funded Lau Requirements. Supplement vs. Supplant requirements ensure that services provided with federal funds are ***in addition to*** and ***do not replace*** (or supplant) services that students would otherwise receive.



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## **State Funding for English Learner Programs**

The state-funded Non-English Speaking Program (NESP) was first approved by the Indiana General Assembly in 1999. This program provides supplemental funding to eligible school corporations who serve English learners. The purpose of the Non-English Speaking Program is to provide English language development instruction to K-12 English learners in order to increase their English language proficiency and academic achievement.

All Indiana school corporations and charter schools are eligible to apply for NESP funding. NESP sub-grantees must identify and meet performance indicators related to student learning, professional development, and parent involvement. NESP funds are to be used for direct instructional costs including personnel, English language development, instructional materials, English language proficiency assessment, program administration costs, instructional computer software, professional development activities, and parent involvement activities.

There are three specific goals for the NESP program:

1. Student Performance – English learners will demonstrate growth in English language acquisition and in academic achievement.
2. Professional Development – School corporations and charter schools will provide increased opportunities for EL-related professional development to instructional staff.
3. Family Engagement – School corporations and charter schools will provide additional support to parents of English learners.

Additional information on NESP and instructions for applying can be found on the IDOE [NESP](#) webpage.

## **Federal Funding for English Learner Programs**

Title III of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act, seeks to ensure that children who are limited English proficient attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic content and student academic achievement standards as all children are expected to meet.

Title III sub-grantees are required to provide English learners with high-quality English language development instruction beyond the Lau required English language development (ELD) program. Title III also requires sub-grantees to provide high-quality professional development to classroom teachers, principals, and administrators and to promote engagement of English learner families.

Additional information on Title III can be found on the IDOE [Title III](#) webpage.

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## **Title III Significant Immigrant Influx Grants**

The ESEA, as amended by the ESSA, defines immigrant students as students between the ages of 3 and 21 who were not born in any U.S. State (or Puerto Rico) and have been enrolled in U.S. schools for less than 3 academic years [Title III, section 3301(6)].

In accordance with Title III, Sec. 3114(d)(2), the IDOE provides a portion of the state Title III appropriation to support schools and districts who have experienced a significant influx of immigrant students. These schools are identified and notified annually of their eligibility for the Title III immigrant influx funding.

As outlined in Title III, Section 3115(e)(1), Title III Immigrant Influx funds are to be used for instructional activities, such as:

- Family literacy services, parent outreach, and training to support parents' active participation in their children's education
- Support for personnel, including paraprofessionals, to provide services to immigrants
- Provision of tutorials, mentoring, and academic or career counseling for immigrants
- Acquisition of curricular materials, educational software, and technologies for use in the program carried out with funds
- Basic instructional services directly attributable to the presence of immigrants (supplies, transportation, etc.)
- Other instructional services designed to support immigrant achievement (e.g., civics education, introduction to US educational system)
- Comprehensive community services in coordination with community-based organizations

Additional information on the Title III Immigrant Influx program can be found on the IDOE [Title III](#) webpage.

## **English Learner Funding Counts**

The DOE-Language Minority data collection provides a count of English learners to generate per-pupil funding counts for Title III and the Non-English Speaking Program (NESP) and a count of immigrant students for the Title III Significant Immigrant Influx grant. The DOE-LM collects testing results from the English language proficiency placement and annual assessments for accountability purposes and for public schools to report the Lau-required 1974 English language development program.

The DOE-LM collection is discussed in greater detail in *Chapter 2: Identifying English Learners*. More information on the DOE-LM collection, including the data collection layout, can be found on the [IDOE-Data Collection](#) Learning Connection community.